



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3660 W. Glendale Ave., Phoenix, AZ 85051

Maya Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Ricardo Borunda
 Schedule : 07:30 AM to 09:20 PM
 Grades : 9-12
 Web Address : www.leonagroup.com/mayahs
 Phone Number : (602) 242-3442
 Fax Number : (602) 242-5255
 E-mail : Ricardo.Borunda@leonagroup.com

Mission

Maya High School will prepare students for the future by: maintaining high academic standards and expectations by increasing academic proficiency in language, mathematics and core supporting academic disciplines; integrating technology within the curriculum based on the Arizona State Standards; fostering interpersonal development by addressing the personal/social challenges facing students; creating a climate that is safe, clean, orderly, and disciplined; and providing school-wide accountability.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement through the design and implementation of an integrated standards-based curriculum that addresses the need for all students to be technologically literate.
- ü Maintain a clean, safe and orderly learning environment.
- ü Increase graduation rate and take rate on all standardized tests.

Enrollment

October 1, 2005 School Year Student Enrollment : 502
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 575

Instructional Programs

- Ü Alternative Education
- Ü Standards-based Curriculum
- Ü On-site Special Education
- Ü Sheltered English Immersion
- Ü Tutoring
- Ü School-to-Work Program

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Safe learning environment, high academic standards, home/school communication.

Parents

Ensure student attendance, appropriate student attire, communication with school.

Transportation Policy

Maya High School uses the public transportation system. The school will provide free bus tokens for students who qualify.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Performing School	2005
Ü North Central Association Accreditation	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	164	71130	100	100	95	657	657	701	68	68	23	15	15	13	17	17	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	81	35465	100	100	96	659	659	702	68	68	21	14	14	13	19	19	53	NA	NA	13
Male	83	83	35648	100	100	94	655	655	701	69	69	24	16	16	12	16	16	50	NA	NA	14
African American	20	20	3868	100	100	95	645	645	686	80	80	33	15	15	17	5	5	45	NA	NA	6
Hispanic	117	117	25103	100	100	95	656	656	685	70	70	34	15	15	16	15	15	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	25	25	36075	100	100	95	671	671	715	48	48	12	16	16	9	36	36	58	NA	NA	21
Students with Disabilities	14	14	5862	100	100	71	637	637	658	93	93	63	7	7	15	NA	NA	20	NA	NA	2
Students without Disabilities	150	150	65268	100	100	98	659	659	705	66	66	19	15	15	12	19	19	54	NA	NA	15
Limited English Proficient Students	34	34	4859	100	100	93	640	640	662	91	91	64	9	9	15	NA	NA	20	NA	NA	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	109	109	22957	100	100	93	656	656	685	72	72	34	12	12	17	16	16	44	NA	NA	5
Non-Economically Disadvantaged	55	55	48173	100	100	96	659	659	709	60	60	17	20	20	11	20	20	55	NA	NA	18

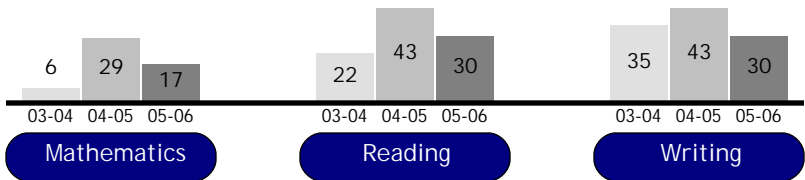
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	172	73018	100	100	97	655	655	703	21	21	6	49	49	23	30	30	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	86	36181	100	100	97	658	658	708	21	21	4	49	49	21	30	30	65	NA	NA	9
Male	86	86	36816	100	100	96	652	652	699	21	21	7	50	50	24	29	29	62	NA	NA	7
African American	19	19	3976	100	100	96	639	639	689	37	37	8	47	47	29	16	16	59	NA	NA	3
Hispanic	127	127	25801	100	100	96	653	653	683	20	20	10	53	53	34	27	27	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	23	23	37024	100	100	97	676	676	721	9	9	2	39	39	12	52	52	73	NA	NA	13
Students with Disabilities	17	17	7170	100	100	85	636	636	654	35	35	23	59	59	47	6	6	29	NA	NA	1
Students without Disabilities	155	155	65848	100	100	98	657	657	708	19	19	4	48	48	20	32	32	67	NA	NA	9
Limited English Proficient Students	36	36	5099	100	100	95	628	628	641	44	44	29	56	56	59	NA	NA	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	124	124	23912	100	100	94	652	652	681	22	22	10	53	53	36	25	25	52	NA	NA	2
Non-Economically Disadvantaged	48	48	49106	100	100	98	663	663	714	19	19	4	40	40	16	42	42	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	72810	99	99	96	640	640	685	22	22	6	48	48	30	30	30	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	85	36111	100	100	97	652	652	695	13	13	4	47	47	23	40	40	65	NA	NA	8
Male	82	82	36678	95	95	95	628	628	674	32	32	9	49	49	36	20	20	52	NA	NA	3
African American	17	17	3962	94	94	96	634	634	675	18	18	8	76	76	33	6	6	55	NA	NA	3
Hispanic	124	124	25735	100	100	96	634	634	669	26	26	10	46	46	41	28	28	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	23	23	36915	100	100	97	679	679	697	4	4	3	43	43	21	52	52	67	NA	NA	8
Students with Disabilities	14	14	7071	88	88	84	615	615	634	36	36	24	64	64	53	NA	NA	21	NA	NA	1
Students without Disabilities	153	153	65739	100	100	98	642	642	689	21	21	4	46	46	27	33	33	62	NA	NA	6
Limited English Proficient Students	34	34	5046	97	97	94	559	559	621	79	79	31	21	21	56	NA	NA	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	120	120	23814	98	98	94	635	635	667	24	24	10	49	49	41	27	27	47	NA	NA	2
Non-Economically Disadvantaged	47	47	48996	100	100	97	654	654	693	17	17	4	45	45	24	38	38	64	NA	NA	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	80	22	NA	42	49	24	24	51	96	16	16	52
	Language	82	19	19	42	49	23	23	50	96	16	16	50
	Mathematics	82	34	34	63	48	18	18	50	96	15	15	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum
- ü School Safety
- ü Discipline
- ü Textbook Selection
- ü Community Relations

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	3.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	1	3	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	3	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	143
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Mobile Computer Lab
- ü Welcome Center
- ü Library

Extracurricular Activities

- ü Student Council
- ü Volleyball
- ü Art Club
- ü Basketball
- ü Yearbook
- ü Flag Football
- ü Softball
- ü Guitar Club

Social Services

- ü United Neighborhood Association
- ü Maricopa County Sheriff's Office
- ü Maya Volunteer Program
- ü Adult ESL Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Developed a curriculum guide that integrates content areas, is standards-based and includes a way to measure student achievement.
- ü Designed and implemented a student mentoring program.
- ü Integrated technology into the curriculum with the use of the mobile lab units.
- ü Reintroduced sports program to the school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Promotion Rate ⁵	46	89	88	73
Graduation Rate ⁶	46	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Maya has a zero-tolerance policy for any gang-related activity, drugs, alcohol or tobacco. With our alternative scheduling, we have no more than 350 students on campus at any one time so that we can better know our students. We work in partnership with the Maricopa County Sheriff Department.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Nely Reyes	(602) 242-3442
Transportation Policy	Abigail Hernandez	(602) 242-3442
Community Resources	Abigail Hernandez	(602) 242-3442
School Nutrition Programs	Katherine Maloney	(602) 242-3442
Parent Organization	George Vallejos	(602) 242-3442
Student Health/Nurse	Jennifer Cisneros	(602) 242-3442

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.